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The Language Arts Laboratory was established to improve reading ability and other language arts skills as an aid in the prevention of dropouts. The Laboratory was operated on a summer schedule with a flexible program of from 45 minutes to 2½ hours daily. All pupils were 14 years of age or older, and expressed a desire to improve their reading skills. At the beginning of the program the California Reading Test and an oral reading analysis were administered to each student. As an essential aspect of the motivation and orientation part of the program, individual and group counseling interviews were planned.

A variety of materials and equipment helped to spark and hold the interest of the students, and provided incentives for maximum effort. Reader's Digest Skill Builders, with an analytic approach to vocabulary and comprehension skills, had more attraction for the pupils than any other work material. Several hundred attractive books, largely simplified classics, were popular for recreational reading. Among the mechanical aids, the tape recorder proved most useful, versatile, and well-liked. It was used: in oral reading, for self-evaluation, group evaluation, and diagnostic analysis; for teaching phonetic skills, oral communication skills, and reading skills; and for teacher in-service training programs. Other teaching aids and equipment included opaque projector, film strip projector, and reading accelerator.

An integral aspect of the program has been evaluation which includes pupil self-appraisal, group criticism, reports to parents, and standardized tests.

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CENTER FOR RESEARCH AND DEVELOPMENT

CHICAGO PROJECT

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

L A N G U A G E A R T S L A B O R A T O R Y

SUMMER 1961

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INTRODUCTION

Research has shown that "More than three times as many poor as good readers dropped out of school before graduation . . . . ." therefore the reading program of the Special Project the summer of 1961 had a two-pronged objective -

- the improvement of reading skills
- the prevention of drop-outs.

Penty's study showed that -

> "More than three times as many poor readers as good readers dropped out of school before graduation . . Difficulty in reading played a very important role in boys and girls leaving school when certain other problems and pressures were also present . . . the better emotional and social adjustment of the graduates - probably the result of home security, interest economic status superior to that of the boys and girls who dropped out of school - and also of more fortunate school experiences permitted them to be less burdened by a multiciplicity of problems among which the reading problem was but one.
>
> ". . . A very large percentage of the young people in both groups (drop-outs and graduates) had potential in reading ability. With peoper help, these students could have shown marked improvement in reading ability, which would probably have contributed to better scholastic achievement and personality adjustment." [1]

OBJECTIVES

Implicit in this quotation, which epitomizes the relationship between reading achievement and school drop-outs, were the guide lines along which the Language Arts program was oriented.

The major objective was to improve reading ability and other Language Arts skills as an aid in the prevention of drop-outs. This broad objective could be further spelled out in its application to each student in procedures followed -

- to create, stimulate and develop interest in reading and desire to read
- to inventory each student's level of achievement and needs in other language arts and skills such as oral communication and listening habits, etc.

---

[1] "Reading Ability and High School Drop-Outs" Ruth C. Penty, Journal of National Association of Women Deans and Counselors, XXIII, October 1959, pp. 11-15. Quoted and reported in Education Digest, Vol. XXV, [illegible]

- to diagnose difficulties in these areas and to set up individual and group remedial procedures to overcome them.
- to apply remedial procedures as needed.
- to teach needed developmental reading skills and techniques of applying these basic skills to the various curriculum areas as needed in the upper elementary and secondary school.
- to develop in each student insight into his reading and language difficulties and to provide him with some techniques and procedures for self-evaluation and self-improvement.
- to develop and increase ability to share ideas orally with awareness of high standards of oral communication.
- to develop such listening skills as
  - critical alertness
  - self-analysis of speech patterns and habits
  - evaluation of enunciation and pronunciation patterns
  - appreciative listening.
- to improve oral reading and communication skills with emphasis on pronunciation, enunciation, voice quality, pitch, correct usage, etc.
- to develop through improved speech some degree of self-confidence and poise-qualities much needed by most of these students.
- to provide for and promote self-evaluation and critical appraisal of others in the light of cooperatively agreed upon standards of communication and social usage.

PROCEDURE

Consonant with these objectives, the following procedures were carried out -

- Pupil Selection - all pupils, 14 years of older, who expressed a desire to "improve" their reading skills were allowed to enroll for one, two, or three periods daily as their other programs permitted. This comprised about 80 students. PUPIL SELECTION
- Pupil Testing - at the beginning of the program, all pupils were given the California Reading Test, Intermediate Form, Grades 7, 8, and 9, Form W. PUPIL TESTING

Their scores ranged from -4.0 to 9.8, a typical range, with a median score of about 5.5. More important to the staff than test scores was the analysis of reading difficulties which pointed up the reading skills of vocabulary and comprehension.

In addition to the written test, each pupil was given an individual oral reading analysis in which his oral reading pattern was analyzed and recorded on tape and later analyzed with the student. This gave each student an opportunity to study his own oral reading, to analyze with guidance his errors and word attack techniques. These recordings formed a basis of comparison for subsequent checks on growth in oral habits. This procedure also provided a natural situation to study and teach listening skills.

PUPIL TESTING

Pupil Orientation - The first class meetings of the summer session were devoted to pupil orientation. It must be borne in mind that these students who had met with, and were accustomed, if not inured, to academic inferiority, frustration and failure; that reading disability, though of tantamount importance to the teachers, was merely one of the many problems and deprivations of these pupils, and that the expressed desire for help in reading, in many cases, emanated not from the innermost soul of the student, but may have been the fruit of parent or teacher suggestion. Hence, the job of the teachers was to "sell" the need for reading improvement, to implant the incentive for regular attendance with rewards no more tangible than "the ability to read better and to speak better" at the end of eight hot weeks which might be more enjoyably spent at the swimming pool or on the "corner hangout."

PUPIL ORIENTATION

The motivation and orientation took the form of individual and group counseling interviews at which the importance of good reading ability and its relationship school achievement and academic success were spelled out in terms most comprehensible to these students. Each student's reading difficulties were outlined to him and the procedures for needed improvement indicated. The novel nature of some of the approaches seemed to make the strongest appeal to this group. They were thrilled at the prospect of having individually dictated phonetic drills via tape recorder and earphones; they were fascinated at the pro-

COUNSELING

spectus of recording their own voices on the tape recorder and listening to them; they were entranced at having to compete with and beat a machine which forced them to read faster; and last, but by no means least among each student's satisfactions and motivations was the unheard of joy "having the teacher all to himself" for a certain period every week. This personal interview period, - at which very frequently, many needs other than reading were evidenced and noted for future counseling, - proved to be one of the most helpful and successful activities of the session. In the students' written evaluation of their work, frequent mention was made of this opportunity to "...read to the teacher all by myself."

COUNSELING

Organization - This individualized approach characterized the organization of the program. In its conception, the original plan was to have no group larger than ten pupils so that intensive individual and very small group activities could be structured. However, when more than sixty students expressed a desire to enroll and some wished to stay for two or three hour periods, the original plans were modified to accommodate groups as large as 15 to 18 pupils, and only clinical cases or rate cases were taken individually or in groups of two or three. Thus, the total program was organized to enable the pupils to take one, two or three hours of reading help and yet to enroll in arithmetic or shops of their choice. With two teachers available for the morning groups, this plan worked out so that between 9:00 A.M. and 12 Noon at least 50 different pupils were accommodated, some 1/3 of these taking more than one period of instruction. The afternoon was reserved for students ready for reading rate training and for those students with disabilities so extreme as to require individual attention.

FLEXIBLE PROGRAMMING

Thus, each pupil enrolled received at least 45 minutes daily instruction, and some 15 or 20 received as many as 2-1/2 hours each day. Those enrolled for only one period spent most of their time on the mechanics of reading and the development of vocabulary and comprehension skills. Those who were enrolled for more than one period participated in these basic activities plus oral reading and vocabulary enrichment, self-selection and self-pacing, recreational reading, reading rate training, choral speaking, story telling and book reporting, courtesies in conversation and dramatization.

- Materials, Equipment and Activities - A profusion and variety of materials and equipment helped to spark and hold the interest of the students, and provided incentives to maximum effort. Among those that appeared to have the greatest appeal to the pupils were the following:

  - Trade books - a variety of several hundred attractive story books, a large number of which were simplified classics such as Moby Dick, Robinson Crusoe and Treasure Island. These proved very popular for recreational reading outside of class and for self-selection and study in class. Each pupil would choose the book he wished to read and would read at his own pace until it was his turn to read to the teacher. He would then choose the section he wished to read orally to the teacher, and this reading would form the basis of his individual conferences, evaluation and teaching needs.

    As common needs were identified and noted, they were made the basis of small group or class discussion and instruction. For example, when it was noted that consonant blends presented a word-recognition problem to several students, one of the teachers worked with a group of six or seven students with filmstrips and phonetic exercises designed to develop skill in recognition and pronunciation of consonant "teams" in initial, medial and final positions, while the other teacher continued individual conferences or other group work.

MATERIALS

  - Readers Digest Skill Builders - These books with their analytic approach to vocabulary and comprehension skills and the high interest appeal with low reading levels had more attraction for these pupils than any other work material. For example, big 185 lb. M - who voiced a strong antipathy toward all books and printed material, and declared a sensitive allergy to all reading activity, was persuaded to glance through a Reading Digest third grade level story on baseball to decide whether the teacher really knew what a "knuckle ball" was. Before the end of the summer, this lad was walking out with a book under his arm like every other pupil . . . and all of the books were not about baseball!

- S. R. A. Reading Laboratory - This material though acquired late in the session had a high appeal to these pupils and would have rated even more highly with them, had it been available earlier. It provided better than any other single instrument, a comprehensive attack on the basic reading skills with built-in self-evaluation for the pupils.

- * Tape Recorder - It was used in several capacities and for several purposes -

TAPE RECORDER

  - in Oral Reading

    - for student self-evaluation of performance, periodic recordings were made of each student's oral reading. The tapes were replayed while each student listened critically to his recording for mispronunciations, repetitions, word or vowel substitutes or omissions, and marked these in appraising his own performance.

SELF-EVALUATION

    - for pupil self-evaluation of progress, as tapes were replayed after intervals of time and teaching, each student would listen to his previous and subsequent recordings to note progress in elimination of errors revealed previously, or lack of progress revealed in persistence of errors.

GROUP EVALUATION

    - for group evaluation - The small group of pupils would listen to each other's oral reading performance and analyze it in terms of the errors discussed in group teaching sessions. E.g., after a discussion of the eye-voice span and its relation to repetition in oral reading, the group would listen to their oral reading performance for the frequency of repetitions.

DIAGNOSTIC ANALYSIS

    - for diagnostic analysis of pupil performance by teacher - The pupils' recorded oral reading was used as a basis for study by teachers as an indication of the pupil needs

*This was one of the most versatile, most useful and well-liked mechanical aids in the program.

in word-attack techniques, perception difficulties, etc.

- for teaching purposes

  - instruction lending itself best to this type of presentation was prerecorded by the teacher. This enabled small groups of pupils to receive instruction in basic reading skills independent of direct teacher guidance during class session, and freed the teacher to work with other groups or individuals. Thus while 10 or 12 pupils received via earphones and tape recorder, instruction in phonetic analysis, etc., the teacher conferred with individuals or small groups which had other needs at the moment. The very mechanics of these lessons motivated the pupils to greater achievement. It was gratifying to hear them exclaim after removing the earphones "I had 100%. I missed only one," as they referred to mastery of short or long vowel sounds, of recognition of number of syllables, of tests of auditory discrimination, etc.

PHONETIC SKILLS

  - The improvement of oral communication skills (see Objectives, Page) was motivated by having pupils and groups record their poetry reading and choral speaking performances on tape. The group then listened critically to evaluate the performance in terms of previously discussed standards of pronunciation, enunciation, voice quality, inflection, etc.

ORAL COMMUNICATION SKILLS

  - For providing techniques of application of basic reading skills to curriculum areas.

As implied in the stated objectives of this report, it is hoped that many of these pupils will go on to high school. In the highly departmentalized curriculum offerings at the secondary level, a student must not only have mastered the basic reading skills but must have the

APPLICATION OF SKILLS

ability to adapt and to apply these skills to the various subject matter fields. This ability must be taught and re-taught. Since textbooks in the various fields were not available this summer, this objective was carried out only by verbal instruction and tape-recorded suggestions.

READING SKILLS IN OTHER AREAS

A detailed description of how to apply the reading skills to mathematics, science, social studies and literature was provided on type and can best be used in the future in group sessions with teacher and students listening, discussing, analyzing, replaying, and applying the suggestions with actual textbooks as practice material.

- For Teacher In-Service Education Programs

GUIDELINES FOR TEACHERS

  - It was felt that many teachers who have not specialized in the teaching of reading would welcome the equivalent of a short intensive review of techniques for improvement of basic reading abilities. Accordingly, some 2400 feet of tape providing some underlying principles and basic approaches were made.

GUIDELINES FOR PUPILS

  Some 600 feet of these recordings may be found useful for joint teacher and pupil listening, inasmuch as this recording is designed to provide a "Road Map" for pupils along the road of improvement of reading skills.

- Opaque Projector

OPAQUE PROJECTOR

The opaque projector found a novel use in this summer's reading program. Among many uses, the one that appealed to the pupils most was using this projection device in the dramatic analysis and study of the Report to Parents on Reading Progress. In this report (see Appendix), the reading and language needs of the pupils were analyzed for the parents, and the procedures to improve the skills were outlined. This mimeographed form was projected on the screen during group sessions and the various items

discussed in role-playing situations, providing the pupils with the opportunity to acquire sufficient understanding of the reading skills to be able to explain it to their parents.

AID TO ORAL EXPRESSION

Although the same exercise could probably have been done just by providing each pupil with a mimeographed form and conducting a class discussion on the items included therein, it was found to be much more effective as conducted with the opaque projector.

- Film Strip Projector

This machine fitted into its conventional use but appealed greatly to the students in its presentation of the visual, structural and phonetic clues to word-recognition.

FILM STRIP PROJECTOR

- Reading Accelerator

The S.R.A. Reading Accelerator provided strong motivation for increased speed in reading for those students whose reading comprehension skills were sufficiently well developed to consider acceleration advisable. The rationale of using these machines was explained fully to the students who participated in this phase of the program, and they understood clearly that these machines were merely mechanical devices to motivate and increase speed in reading and how to adjust their reading rate to the materials and purpose for which they were reading. With these basic understandings, several students had daily practice on these machines, some of them increasing their rate of reading easy fictional material by as much as 250%.

READING ACCELERATOR

- Miscellaneous Teaching Aids and Materials
  - Phono-Word Wheels
  - Teacher-made and commercially produced word and phrase drill cards
  - World Book Encyclopedia
  - Junior Brittanica Encyclopedia
  - Scholastic Magazine - Practical English

OTHER TEACHING AIDS

CLINICAL CASES

The following portion of the report describes the pro- severe as to make group instruction not feasible.

"Just Tommy and Me"

MULTIPLE HANDICAPS

Tommy _____ is 15 years old, one of a pair of fraternal twins whose sibling is in high school at his expected chronological age-grade placement. My Tommy had three strikes on him from birth. The weaker of the pair, he was completely blind in one eye and had very little vision in the other as a result of congenital cataracts. His physical handicap was compounded by the death of both parents while he was still quite young. A considerate aunt assumed the custodianship of the boys. Meanwhile, school progress was impeded by inadequate vision which somehow did not receive active attention until five years ago when surgery corrected the left eye vision to 20/200, and at which time he was enrolled in a partially sighted division in the Chicago Public Schools.

COMPLEX PROBLEMS

It is difficult to convey in the space and time limitations here the complex social, economic, psychological and physio-psycho-social problems presented by this lad to society and by society to this teenager. A superficial example that can be cited here occurred one day when he arrived late for his reading period and volunteered: "I had some time getting here today. . . . I was almost arrested." Further questioning revealed that he had been challenged at the door by a police officer who mistook his habitually peering appearance and hesitant gait for furtive attempts to gain illicit entrance to the school building. His built-in reticence contributed to his failure to make prompt and intelligible explanation of his presence, purpose, and intentions, which failure convinced the arm of the law of his status as persona non grata. A project staff member happened on the scene at the crucial moment and relieved the situation which had arrived at a critical impasse - for Tommy, at least.

To hear Tommy tell of his exploits as a member of a notorious teen-age gang, his home life, his problems of adolescence, his school life. . . . made one realize the poignancy of an opening statement of this report - that reading disability was merely one of the many problems of these youngsters.

Tommy's reading instruction was carried on for one hour each day and provided him with individual help in word recognition, work attack,techniques, building sight vocabulary, improvement of comprehension. More important to Tommy than the reading instruction was the realization that someone - a teacher - was interested in him as a person and as a pupil - not primarily as a problem. The permissive atmosphere had a therapeutic and salutary effect on his whole attitude which though suspicious at first, devolved into a wholesome self-confident and confidential give-and-take relationship. This, in turn reduced his emotional tensions toward the learning situation to such an extent that progress began to be evident after a very few lessons. This ice was completely broken when after the first week Tommy brought his bongo drum and regaled the teacher to a bongo concert after his reading lesson. The teacher still hopes Tommy understood more about phonetic clues than she understood about Bongo rhythms, but he made a valiant effort to teach her.

EMOTIONAL GROWTH

In the course of his lessons, Tommy completed the fourth reader and was well along in the fifth grade reader. These readers were the only materials available in sight-saving editions. Tommy's experiences and interests were so far beyond the childish exploits in these readers that it is strongly felt that had other materials been available, Tommy's growth would have been phenomenal. As it was, there was evidence of more than a years' growth in reading score at the end of the summer session. The rapport established with this boy would have provided fertile soil for rapid growth despite his visual problem. In this a prior conclusion was buttressed by the complete comprehension exhibited by this lad when the teacher read to him and checked his vocabulary and comprehension levels.

UNUSUAL PROGRESS

It was challenging to work with Tommy, gratifying to seek his progress, and it will be interesting to watch his future.

"And Larry and Me"

Another clinical case which is significant more for its implications than for its achievements was that of Larry _____.

Larry was 16 years old - not the type to set the world on fire. He had quit school (not voluntarily, as I subsequently learned) a year before, had been

"knocking around" on the far South Side of Chicago and had been referred to the Project by a community worker. He wanted to enroll to learn to read so he could "get him a job." Where had he spent the last ten years? Oh - in a school! - but it didn't shed too much light on his path, so he put a torch to it. . . . just a little one . . . . in a closet of the school. This last act paved his way out, and well it might for in the ten years he had attended school, he had successfully resisted all attempts to teach him the rudiments of literacy. His only literate achievements were the ability to write his name and to spell the word CAT with only one mistake - the wrong vowel!

RELUCTANT PUPIL

He had escaped the tortures of mastering the alphabet and could not recognize most of the letters. But Larry said he was going to "learn to read," and for good reason too . . . "he wanted to get a job. ." . ."to buy a car. ." "and he was going to have to read to get a job."

DETERMINATION

Larry was started with the kinesthetic method of learning his first sight words. From these he made his own stories, using and re-using the words he had learned to recognize, and weaving them into sentence patterns meaningful to him. Each word learned became "his" on a flash card, and was later used in his original stories and tested again and again. His "book" of the typed stories using all of "his" words had about eight stories with the 125 words he could recognize and pronounce, and the 50 words he really "knew."

FIRST EFFORTS

In the space of four weeks, Larry's interest in and desire to read was so kindled that he had mastered 50 words. At the end of the session, he was just getting ready for the generalizations of sound and visual clues which with his chronological maturity, would have placed in his possession a key to unlock words, and hence, a key to beginning reading. So what? A 16 year old learned 125 or 150 words! What of that? What can he do with them? What will he do with them? We don't have the answers to that! We shall have the answers in time, but we know this:

INITIAL SUCCESS

- Larry's entering the Special Project program changed his attitude toward learning a process which for ten years or more he had eschewed. The Project itself or some of its activities attracted him to the school, a social institution, the impact of which he had avoided for most of his life. The Project inspired him to want to learn.

CHANGED ATTITUDES

- Larry's belated, but not too late, motivation to learn has given him an ambition and desire, which if nurtured, may change the course of Larry's life. His new found ambition and the self-starting enthusiasm, though only a spark now, has the potential of being fanned into a flame which may save the tax rolls the expenditure of supporting a dependent or a delinquent.

AMBITION

- The program has extended beyond Larry to his home. Larry's father, who for ten years, according to Larry's report, envinced little interest in whether Larry learned or not, now "heard" Larry "read" the "stories" he took home and "flashed" him his word cards so Larry would "win" them from the teacher the next day.

PARENTAL INVOLVEMENT

- Larry has experienced success in learning - an activity in which he had met continued failure and frustration for at least ten years. The academic implication of this is if in three or four weeks Larry could have learned 50 words, in the 400 weeks that he had attended school, he could have amassed a vocabulary sufficient to insure him some degree of reading competence - at least sufficient to be a self-sustaining, if not productive, member of society.

TARDY ACHIEVEMENT

- What the Project has been able to do for Larry in terms of new self-respect and social attitudes may have far-reaching effects in his community and among his peers. The very fact that a community leader could avail himself of the Special Project resources to refer lads like Larry and inspire them to voluntarily participate in a learning program with the consistency of Larry's attendance and effort cannot but serve to improve the community.

COMMUNITY COOPERATION

- The immediate, recognizable and tangible result of the energy and financial investment in Larry during this brief session was that although he has attained only about a primer level of reading, he has broken the reading barrier. He has experienced success. He has had the feeling of establishing a personal relationship with someone interested in his progress.

READING BARRIER BROKEN

EVALUATION

An integral and on-going aspect of the reading program has been evaluation by

- continuous self-appraisal by pupils as they analyzed with the teacher their successive oral and silent reading performances with their individual record cards, tape-recorded performance and teacher conferences.
- group criticism and appraisal as they cooperatively evaluated successive tape-recorded reading performances in terms of objective criticism.
- analysis of final report to parents which was a teaching as well as an evaluative device, as
  - study of this report and its subsequent interpretation to their parents formed the basis of several lessons during the last part of the session.
  - students were able to evaluate their progress in terms of their own needs and the goals outlined in this instrument.
  - report was made in triplicate so that
    - one copy could be sent to the parent for discussion with the student
    - one copy became the student's property for his own records and prestige value when he returned to school
    - one copy could be forwarded to the student's school in the fall for review and use by his regular teachers and become a part of his cumulative record folder.
- standardized tests - Students were tested before and after instruction. Although it is recognized that actual gains made may not be accurately reflected by test scores obtained over such a brief interval, the results were encouraging.
- anecdotal reports from students where
  - each student was requested to write in brief his evaluation of his experiences this summer in the Language Arts Laboratory.

a few excerpts speak for themselves -

"I liked to work with the Readers Digest . . . and the assortment of books. . ."

"The thing that improved my reading was to read a book and talk on the tape recorder at the same time. . . the other thing "was to read a book to the teacher and tell the teacher what we have read about". . ."

"Working with the machines was new to me."

"I hope we have reading classes next summer so I can come and learn some more and play some more games to learn. . ."

"I learned what to do when you come to a word you don't know."

"It helped me to say my words correctly and to use my lips when I talk. . ."

"When I came here, I repeat (sic) my words and stumble over word (sic) I did not know how to work out, and nobody could here (sic) me. Now I have learned better. . ."

RECOMMENDATIONS

The experiences in the Language Arts Laboratory this summer seem to justify the following recommendations -

- that a similar service - mainly for reading improvement, but incompassing the other language arts and skills if possible - be set up as an integral part of the Special Project.

- that services be limited to only those students who volunteer and cooperate closely with the teacher.

- that groups of not more than five students at a time receive at least 40 minutes intensive instruction each day for a period of not less than eight weeks.

- that novel approaches be utilized to capture and hold student interest.

- that students who show marked progress at the end of eight weeks be permitted to remain for another eight week period.

- that each student's parents be requested to visit the laboratory at least once while the student is in session; and that this visit be hosted by the student whose duty will be to explain procedures and materials to the parent. A Before and After Tape recording of the student's oral reading could be a feature of this visit.

- that the students who attended the Laboratory this summer and who received valuable training and experience in manipulating such tools as the tape recorder, filmstrip projector, opaque projector, reading accelerator and S.R.A. Reading Laboratory be made the nucleus corps of "Reading Helpers" to assist in the Language Arts Laboratory in whatever capacity needed. This "prestige" activity may provide them with incentive to progress further and may motivate others to greater effort.

- that the social worker and school counselor work very closely with the reading teacher to help with the many other problems that become evident in the individual and small group relationships.

- that some attention in any future summer session be devoted to improvement of skills in written language.

REPORT TO PARENT

STUDENT'S NAME _____ DATE _____

Dear Parent:

Your child has attended the Language Arts Laboratory at Dunbar this summer. His (her) attendance has been (regular) (irregular) and this has been an important factor in his (her) progress.

When your child entered the Reading Classes, his needs included the following:

( ) desire to improve his reading
( ) strengthening of background in phonics
( ) vocabulary skills
( ) comprehension skills
( ) oral expression and communication skills
( ) wholesome attitude toward reading
( ) self-confidence in reading
( ) flexibility in reading skills according to purpose
( ) oral reading skills

The following procedures and activities have been used to improve reading and communication skills:

( ) improvement of attitude toward reading
( ) improvement of word recognition skills
( ) vocabulary building
( ) practice in oral reading, oral expression and communication
( ) reading workbooks or textbooks
( ) increasing self-confidence through increased reading efficiency
( ) improvement of comprehension skills
( ) strengthening of background in phonics
( ) timed practices to improve speed
( ) training in dictionary use
( ) reading suitable and interesting books for enjoyment

He (she) has had individual and group help in improving in these areas of need and is now:

( ) making little or no progress
( ) making progress
    ( ) good progress
    ( ) slow, but steady progress
( ) reading on grade level
( ) reading above grade level
( ) still reading below grade level

This report has been explained in detail to your child. Ask him (her) to discuss it fully with you and to explain his (her) needs and progress. You can help your child to improve even more by doing some of the following:

1. Encourage him to read more.
2. See that he has a library card and uses it regularly.
3. Provide a quiet place for time for him to read and study.
4. Commend and praise him for the progress he has made.
5. Buy books for him as gifts as often as you can.

We invite you to visit us to discuss your child's reading and language progress and any other matters pertaining to his school life.

Very truly yours,

COMMENTS: _____

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Reading Instructors

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School Counselor

_____

TAPE REPERTOIRE

1. Phonetic analysis and auditory perception training

   1.1 Word attack - spelling test - to diagnose pupil word attack patterns, auditory discrimination and auditory perception difficulties

   1.2 Teaching recognition of short vowel sounds

   1.3 Teaching recognition of single consonants

   1.4 Teaching recognition of vowel sounds and syllables

   1.5 Tests, rules and key words for vowel sounds

2. "Application of Basic Reading Skills to Curriculum Areas" - points out to pupils how to apply reading skills to reading tasks in social studies, science, mathematics and literature

3. "Road Map for Pupils to Improvement of Basic Reading Skills" - presents for pupils and teachers an outline of techniques for improvement in reading

4. *Tapes for use in teacher in-service meetings on the teaching of reading skills

*Appreciation is expressed to Mr. Myron S. Olson, Director, Educational Recording Services, School of Education, University of Southern California, for permission to tape parts of recordings for use in in-service sessions. These tapes may not be borrowed. If it is determined they are of value for local school purposes, the recordings may be secured through school or Board of Education sources.

About our reading clinician -

Mrs. Edward J. Roberts (Hermese) is the principal of William J. and Charles H. Mayo School. She has served as principal at Daniel Webster and Wendell Phillips Elementary Schools. During the 1960-61 school year, Phillips had two classes of Project oriented pupils.

After securing her formal training at Hunter College, N. Y., Columbia University, Atlanta University, New York University and the University of Chicago, she became a reading clinician at the University of Chicago.

She served as a psychologist with the Chicago Public Schools and at the same time was the reading coordinator for the English R program.

Her efforts in Summer 1961 enabled the Special Project to develop a reading clinic that was pedagogically sound while a teacher-assistant from Douglas School was being trained in the techniques used in professional reading clinics. This training will reinforce the school program in many ways.

Thus, Mrs. Roberts' willingness to become a part of the summer staff meant that the students could increase their reading skills and a teacher could increase her teaching skill.

The Language Arts Laboratory will be open for the autumn period on October 15.